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| **PRE-PLANNING: KNOW, SO, SHOWs** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT describe the goals of Civil Rights legislation by completing an exit slip. | 1. Describe the goals of Civil Rights legislation, including the Civil Rights Acts of 1964 and 1968, the Voting Rights Act of 1965, and the 24th Amendment (PS) | |
| **ASSESSMENT / UNDERSTANDING**: What will students say or do to show that they understand**.** | **Assessment Limits** | |
| Exit Slip   1. What did the 24th Amendment do? Why is it important? 2. Who signed the Civil Rights acts of 1964 and 1968? 3. What did the Civil Rights act of 1964 do? 4. What did the Civil Rights act of 1968 do? 5. Why was it important to pass legislation to protect Civil Rights? |  | |
| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
| Why was it important to pass legislation to protect Civil Rights? | Paper, Pencils, tracking sheets warm-up sheets, | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
| What are civil rights?  What are poll taxes? Why were they used? | Can change really happen without the government being a part of it? (meaning can you change people’s behavior) | |
| **LESSON CYCLE: GO** | **OPENING. (10 min.)** | |
| Can change really happen without the government being a part of it? (meaning can you change people’s behavior) | |
| **INTRODUCTION OF NEW MATERIAL. (30 min.)** | |
| Why were African Americans protesting during the 1950s and 1960s?  Students will fill out a graphic organizer for the 24th Amendment, Civil Rights Act of 1964, and Civil Rights Act of 1968. | |
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| **GUIDED PRACTICE. (15 min.)** | |
| Students will take notes from the power point on th | |
| **INDEPENDENT PRACTICE. (14 min.)** | |
| Students will create a dialogue between Malcolm X and Martin Luther King Jr. Students will start by having one of the leaders describe their philosophy of the civil rights movement. Then the other leader will respond. Throughout the conversation the leaders will try to point out why their ideas were better and show that they had more of an impact on the civil rights movement. | |
| **CLOSING. (1 mins)** | |
| Thanks for your hardwork today. Tomorrow we will discuss Martin Luther King Jr. and Malcolm X. | |
| **HOMEWORK :** | |
| **REINFORCEMENT** |  | | |

IEP Matrix

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| **Student** | **Goal / Objective** | **Accommodations / Modifications** |
| IM | 1. Imani will be able to analyze and evaluate elements of poetry to facilitate understanding and interpretation beyond the 3.5 grade level with 80% accuracy. 2. Imani will locate, retrieve, and use information from various sources to accomplish a purpose with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| CJ | 1. Corey will understand, aquire and use new vocabulary in order to increase his speaking and writing vocabulary skills from grade level content passages as measured by classroom-based assessments with 80% accuracy. 2. Corey will use strategies to prepare for reading (before reading) from grade level passages as measured by classroom-based assessments with 80& accuracy. 3. Corey will apply conventional spelling in written language from grade level content passages as measured by classroom-based assessments with 80% accuracy | Small groups to limit distractions, extended time, dictionary, shorter texts to read, verbatim reading |
| DS | Darren will improve literacy skills in the area of phonics/decoding by the ability to identify sound/symbol relationships and read/decode words in order to improve his performance from the 6th to the 7th grade level with 80% accuracy.  Darren will improve general reading comprehension skills by the ability to accurately answer questions in order to improve his performance from the 6.5 to the 7.5 grade level with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| DM | 1. Devin will improve fluency skills across a variety of settings. | Small groups to limit distractions, extended time |
| KM | 1. Kevin will use a variety of strategies to construct meaning from text to improve his performance from the 5.0 GE to the 5.5 GE with 80% accuracy. 2. Kevin will use a variety of strategies to improve his written expression skills from the 5.5 GE to the 6.0 GE with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| TA | Only math goals listed   1. Tommie will improve his problem solving skills through the application of visual organizers, manipulative, step by step processes and teacher modeling. | Small groups to limit distractions, extended time |
| AB | 1. Alfred will use strategies to prepare for reading (before reading) from grade level content passages as measured by classroom based assessments with 80% accuracy. 2. Alfred will select, organize, and develop ideas appropriate to topic, audience, and purpose from grade level content passages as measured by classroom-based assessments with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| SD | 1. Shaquille will improve reading comprehension skills by using before, during and after strategies to better understand the text with 80% accuracy. 2. Shaquille will compose texts using the prewriting, drafting, editing and revising strategies of effective writers with 80& accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| SW | 1.Sha’kera will read, comprehend, interpret, analyze and evaluate texts from 5.0 grade level to 5.5 grade level as measured by classroom based assessment with 80% accuracy  2.Sha’kera will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose from 5.0 grade level to 5.5 grade level as measured by classroom-based assessment with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| JG | 1. Jerrica will be able to use strategies to demonstrate an improved understanding of the text she has read with 80% accuracy.   Jerrica will be able to write in a variety of modes that express personal ideas, inform, and persuade form 4.0 to 4.5 grade level with 80% accuracy as measured by informal assessments | Small groups to limit distractions, extended time, verbatim reading |
| DJ | 1. Danesha will draw conclusions using a variety of strategies to construct meaning from text with 80% accuracy. 2. Danesha will use a variety of strategies to improve her written expression skills by writing to perform , to persuade, and to express personal ideas with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| MG | 1. Michael will use strategies to demonstrate understanding of the text to improve his performance beyond the 2nd grade level with 80% accuracy. 2. Michael will compose oral, written, and visual presentations that express personal ideas, inform, and persuade to improve his performance beyond the 4th grade level | Small groups to limit distractions, extended time |
| SH | 1. Shakera will write in a variety of modes that expresses personal ideas, inform, and persuade with 80% accuracy as measured by informal test and classwork. 2. Shaker will demonstrate the ability to respond to a text by employing personal experience and critical analysis with 80% accuracy. | Extended time, preferential seating to reduce distractions, verbatim reading |